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ABSTRACT

Developed to assist teachers in Ottawa County, Ohio, in monitoring students' pupil performance objectives (PPOs) in grades K-3, this writing evaluation form is the primary record keeping tool in the Competency Based Education (CBE) Program. The form consists of: (1) the evaluation checklist; (2) the intervention code; and (3) record keeping instructions. Guidelines for using the evaluation checklist are provided. (MM)

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ED299583

English Composition
CBE Program
Ottawa County Schools

Teacher: _____
School: _____
Class: _____
School Year: _____

PPO MANAGEMENT SYSTEM

Grades K-3

Introduction. This form will be used as the primary record keeping tool in our Competency Based Education Program. The main components of the form are: (1) the Evaluation Checklist, (2) the Intervention Code, and (3) the Record Keeping Instructions. The purpose of this form is to assist teachers in monitoring the progress of each student's performance on each pupil performance objective (PPO).

Directions. Enter student names in the left column of the checklist(s). Use the evaluation checklist, when directed by the written PPO, to identify strengths and weaknesses in the student's writing. Record the level of writing under the column marked "Level."

To simplify record keeping, place a mark in the intervention column only when a student has not met the objective. The mark should be accompanied by a letter which indicates the intervention approach or strategy to be provided. Follow the intervention code and record keeping instructions.

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CS211552

Teacher _____

Grade/Class _____

OTTAWA COUNTY

EVALUATION CHECKLIST FOR STUDENT WRITING IN GRADES K-3*

Locating the Critical Trait for Teaching

Grades K-3

Student's Name	PPO #__	PPO #__	1 READABILITY	2 SENTENCES UNDERSTANDABLE	3 THOUGHT MOVES	4 COMPLETE SUBJECT IDEA	5 VARIED SENTENCE PATTERNS	6 EMBEDDING	7 CREATIVITY	LEVEL PPO # and INTERVENTION CODE	
1.											
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26.											
27.											
28.											
29.											
30.											
Date Assessed								Date Assessed			

KEY: + = The ability has been attained judged by standards appropriate for the grade.
- = Not yet attained, based upon evidence available in the writing sample evaluated.

* Based upon McCaig Model
Grosse Pointe Public Schools
Grosse Pointe, Michigan 48230

GUIDELINES FOR USING THE

OTTAWA COUNTY EVALUATION CHECKLIST FOR STUDENT WRITING IN GRADES K-3*

Your job is to do a diagnostic evaluation for the writing ability of each student. You have to indicate which abilities each student has already developed and which abilities each still needs to learn. The only evidence you have is a sample of each student's writing.

1. When you read the student's work is it readable?

   If YES, place a "+" in the box, student is at least a Level 1 or above. Go on to question #2.

   If NO, place a "-" in the box, student is at Level 1.

2. When you read the student's work are the sentences readily understandable?

   If YES, place a "+" in the box, student is at least a Level 2 or above. Go on to question #3.

   If NO, place a "-" in the box, student is at Level 1.

3. When you read the student's work does thought move forward from sentence to sentence?

   If YES, place a "+" in the box, student is at least a Level 3 or above. Go on to question #4.

   If NO, place a "-" in the box, student is at Level 2.

4. When you read the student's writing did he/she compose it to contain a complete subject idea, such as friendly letter, thank you note or story?

   If YES, place a "+" in the box, student is at least a Level 4 or above. Go on to question #5.

   If NO, place a "-" in the box, student is at Level 3.

5. When you read the student's writing did he/she use varied sentence patterns?

   If YES, place a "+" in the box, student is at least a Level 5 or above. Go on to question #6.

   If NO, place a "-" in the box, student is at Level 4.

6. When you read the student's writing does he/she sometimes combine three or more kernel sentences into one sentence (without stringing them together with and) as contrasted to telling one idea at a time, each in a sentence of its own?

   If YES, place a "+" in the box, student is at least a Level 6. Go on to question #7.

   If NO, place a "-" in the box, student is at Level 5.

7. Does the writing show creativity, originality, wit?

   If YES, place a "+" in the box, student is at least a Level 7.

   If NO, place a "-" in the box, place student back to a Level 6.

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  Grosse Pointe Public Schools
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INTERVENTION CODE

A - RE-TEACHING LESSON
B - INDIVIDUAL ASSISTANCE
C - PEER TUTOR
D - ADULT TEACHER AIDE
E - HOMOGENEOUS GROUPING
F - COMPUTER ASSISTED INSTRUCTION
G - SMALL GROUP INSTRUCTION
H - ROVING TUTOR
I - INTERVENTION ROOM
J - AFTER SCHOOL STUDY HALL
K - HOMEWORK/HOME STUDY AID
L - SELF INSTRUCTION PACKET
M - ADULT VOLUNTEER
N - LETTER TO PARENTS
O - REWRITE

RECORD KEEPING INSTRUCTIONS

RECORD DATA AS FOLLOWS:

- PPO MET

- PPO NOT MET

- INTERVENTION PROVIDED

- INTERVENTION PROVIDED AND PPO MET

- INTERVENTION PROVIDED AND PPO NOT MET

- PPO NOT MET AFTER INTERVENTION "B"; WAS MET AFTER INTERVENTION "D"

- ABSENT